

NAVAJO NATION REGIONAL PARTNERSHIP COUNCIL

FUNDING PLAN

July 1, 2009 – June 30, 2012

OVERVIEW OF THE THREE YEAR STRATEGIC DIRECTION

I. Regional Needs and Assets

The Navajo Nation Regional Partnership Council wishes to confidently reach out to a future in which children embrace the Navajo language and culture while becoming competent in the skills necessary to successfully compete in the global economy of the 21st century world. The Navajo Nation covers approximately 27,000 square miles of land, occupying all of northeastern Arizona, and extending into Utah and New Mexico, and is the largest land area assigned primarily to a Native American jurisdiction within the United States. The 2000 census reported a total population of 179,494.

The Navajo Nation Regional Partnership Council has conducted its first Regional Needs and Assets report that highlights child and family indicators that illustrate children's health and readiness for school and life, and provides an introductory assessment of the current early childhood development and health system. While providing a valid and complete baseline of data about young children and their families in the region was the ultimate goal, there were many challenges around the collection and analysis of data for the region. Numerous sources exist that describe data at the state level; however, the information can be difficult to analyze, and often is not available at the regional level. Many indicators that could effectively assess children's healthy growth and development are not consistently measured across the state, nor are they available for the Navajo Nation. In the Dine' way of life, assessment is done through observation and experience, and rarely quantified. However, the concepts of assessment and quality are not new to the Diné people, as assessment enables one to determine whether the seeds we plant today will produce the quality and number of leaders (hal'talthii) needed to serve the people tomorrow.

The Navajo Nation Regional Partnership Council will focus its efforts, and work in partnership with the First Things First Board, to improve relevant data collection so that regionally specific data is available for the Regional Council to make informed decisions around services and programming for the young children who live in this region.

The Regional Council has undertaken a strategic planning process by holding several focus groups to increase the Regional Council's understanding of the existing local resources and identify the needs that are most pressing. Based upon the needs and assets of the region, the Navajo Nation Regional Partnership Council has identified the following needs to address in the next three year period:

- Need: Increase the number of facilities and slots for early care and education (centers and home-based) striving for accreditation and for meeting quality standards.
- Need: Increase the number of well trained and appropriately qualified staff.
- Need: Increase family support, education, and outreach

QUALITY AND ACCESS:

Quality care is often associated with licensed care, yet currently on the Navajo Nation there is no widely agreed upon set of indicators for quality early care. The Dine' culture values parents and grandparents taking care of young children at home. Navajo families may not readily support sending their children to early care or a school setting at a young age, but for many families this is a necessity. High quality, culturally relevant child care, whether it is center-based, home-based, or kin (grandparent) care is a critical need for the Navajo Nation.

Head Start and tribally licensed child care center and home-care providers are assets on the Nation. However, there is not enough childcare to meet the needs of the growing 0-5 population. The Navajo Nation operates eighteen child care facilities for low income families, funded by Child Care and Development Fund (CCDF) monies. It also operates Head Start/Early Head Start programs (of the approximately 140 Head Start Centers operating several years ago, only about 87 are presently in operation). In addition, the Early Childhood Block Grant (ECBG) funded preschools operate in four school districts; Chinle Unified School District at Mesa View Elementary School, Window Rock School District at Fort Defiance Integrated Preschool and Window Rock Integrated Preschool, and Kayenta Unified School District at the Child Care Occupational Parenting Center. In addition, DES subsidizes approximately 100 regulated home care providers.

Early child care centers are not consistently regulated or licensed across the Nation and even with the regulated settings that do exist, there is not enough of those centers to provide for the number of young children across the region. The latest statistics show the Navajo Nation region has a growing 0-5 population, from 11,302 children in 2004, increasing to 12,132 children in 2007. The potential impact of the growth rate of the population and the Navajo Nation's ability to meet the growing needs of the community is significant. There is a high need for quality and access to child care programs emphasizing child development and health including the following: expanding facilities, increasing enrollment slots for Head Start, licensing/certification of centers and homes, funding for child care positions, professional training, transportation, and facilities improvement and renovation.

PROFESSIONAL DEVELOPMENT:

Numerous venues and opportunities for professional development exist for early childhood professionals on the Navajo Nation. Although the number of Head Start staff is considerably smaller in 2007 than in previous years, the number and percentage of teachers with early childhood education degrees has gone up. Fifty-nine percent of teachers and 15 percent of assistant teachers had college degrees (AA or BA) in early childhood education or a related field in 2007.

FAMILY SUPORT:

The population of children and families in the Navajo Nation region differs dramatically from the rest of Arizona and the nation. The region has grown more slowly and is more ethnically homogeneous than other regions in the state. There are very few foreign born residents. The Navajo Language is an essential element of the life, culture, and identity of the Navajo people and the majority of households speak Navajo as well as

English. Navajo family households are larger, on average, than the rest of the state, and while the majority of families are headed by two parents, the number of single parent households with children 0-5 living in poverty is 49 percent, compared to 18 percent for the state as a whole. Poverty is a significant factor for up to half of all Navajo families, with a median income of \$20,005, which is less than half the average median income for Arizona. Unemployment is extremely high, between 35 and 49 percent in some areas. Extended families are important in raising children in the Navajo Nation, with many grandparents having caretaking responsibilities and 62 percent of grandparents responsible for grandchildren as grandparent caregivers. One-quarter of all births are to teenage mothers and the teen population is growing faster than the rest of the United States. The Navajo Nation has 33 percent fewer college graduates than the US population in general.

Family demand and access to early care and education is a complex issue. The availability and access to early care and education are influenced by, but not limited to factors such as: the number of early care and education centers or homes that have the capacity to accommodate a young learner; time that families have to wait for an available opening; ease of transportation to the care facility; and the cost of care. All of these factors can present challenges to a Navajo family requiring early care and education for their young child. Lack of adequate facilities, a shortage of well-qualified staff, and the long distances families have to travel to access available programs are some of the key concerns.

Navajo families need to understand the issues of early care and education in two languages: Navajo and English. There is a need to increase parents' knowledge regarding early education and health issues. More culturally appropriate education is needed on: early childhood development; early detection of developmental delays and health issues; prevention of child abuse and neglect; increasing children's school readiness and school success; and early literacy programs in a dual language framework. Families also need access to financial management, career building, and substance abuse prevention. Throughout the Navajo Nation, programs and services exist that are aimed at helping young children and their families succeed. These are strong assets. However, many such programs and services operate in isolation of one another, compromising their optimal effectiveness. A coordinated and efficient systems-level approach to improving early childhood services and programs is needed.

Quality and Access:

Need: Increase in quality of early care and education programs that include: state of art facilities, transportation, research based data, trained staff, & culturally responsive with native language.

Goal: (1) First Things First (FTF) will improve access to quality early care and education programs and settings.

Key Measures:

1. Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age five.
2. Total number of children enrolled in early care and education programs participating in the Quality First system.

3. Total number and percentage of early care and education programs participating in the Quality First! system improving their environmental rating score.

Professional Development:

Need: Well trained & appropriately qualified staff and support for those staff

Goal: (8) FTF will build a skilled and well prepared early childhood development workforce.

Goal: (9) FTF will increase retention of the early care and education workforce.

Key Measures:

1. Total number and percentage of professionals who work with young children, outside of early care and education, who are pursuing a credential, certificate, degree in early childhood development or other appropriate specialty area.
2. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree.
3. Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age 5.
4. Retention rates of early childhood development and health professionals.

Family Support:

Need: Increase in family support, education, and outreach and/or support and expand community awareness of early childhood issues.

Goal: (11) FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

Goal: (12) FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families

Key Measures:

1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health.
2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being.
3. Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children).

II. Strategy Selection

The proposed strategies build on the foundational strategic planning of the Navajo Nation Regional Partnership Council. These initial strategies will serve as the beginning of the work of our Regional

Partnership Council as initial stages of improving services to families and children. These improvements are designed to be a part of our larger strategic plan which, in upcoming years, will increase the coordination, communications, and efficiency of our early childhood system.

The Navajo Nation Regional Partnership Council will continue to engage with other stakeholders and partners to plan for and evaluate the implementation of the strategies toward the goals and key measures. The Regional Council will continue our strategic planning process for the next two years, as we develop further understanding and a baseline of work. The Regional Council has committed to continue in this ongoing planning and improvement process with the Nation's Head Start Program, Early Childhood Education Program, IDEA, Special Needs Division, Child Welfare, Behavioral Health, I.H.S., BIA, School Districts, Community Colleges, Universities, child care providers, and others.

The following strategies have been identified to address the goals and key measures:

Identified Need	Goal	Key Measures	Strategy
Need: Increase in quality early care and education that includes: state of art facilities, transportation, research based data, trained staff, & cultural responsive with native language.	Goal: (1) FTF will improve access to quality early care and education programs and settings.	Key Measures: 1. Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age five. 2. Total number of children enrolled in early care and education programs participating in the Quality First! system. 3. Total number and percentage of early care and education programs participating in the Quality First! system improving their environmental rating score.	(1) Increase number of children receiving quality early care and education through expansion of funding for Quality First! for facility improvements, coaching, and professional development. (2) Increase number of children receiving quality early care and education through expanding capacity of existing centers. (3) Increase number of children receiving quality early care and education through funding of homes to be licensed (licensing options that are available: Indian Health Sanitation Permit, Navajo Nation Business Application)
Need: Well trained and appropriately qualified staff and support for those staff	Goal: (8) FTF will build a skilled and well prepared early childhood development workforce. Goal: (9) FTF will increase retention of the early care and education workforce.	Key Measures: 1. Total number and percentage of professionals who work with young children, outside of early care and education, who are pursuing a credential, certificate, degree in early childhood development or other appropriate specialty area. 2. Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree. 3. Total number of children enrolled and vacancies in	(4) Increase quality early care and education workforce by means of fostering education of those considering entering the field, those pursuing CDA, AA, BA, & MA degrees, and currently employed, through funding of scholarships, incentives, or other professional development. Increase quality early care and education workforce by funding MA level faculty and professional stipends. (5) Increase early care and education workforce for retention of degreed CDA, AA, BA & MA employment through funding of incentives or

		regulated early care and education programs as a proportion of total population birth to age 5.	wage enhancement in early care and education.
		4. Retention rates of early childhood development and health professionals.	
Need: Increase in family support, education, and outreach and/or support and expand community awareness.	<p>Goal: (11) FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.</p> <p>Goal: (12) FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.</p>	<p>Key Measures:</p> <ol style="list-style-type: none"> 1. Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health. 2. Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being. 3. Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children). 	<p>(6) Support Ke' (extended family/friends) by funding expansion or new early care and education through home visitations, resources, seminars, and hands-on training to improve knowledge and understanding of basic parenting /care giving skills.</p> <p>(7) Support families of children birth to 5 with expansion or new literacy rich environments that promote dual -language in early care and education at preschools, centers and home based settings through funding including but not limited to: development of materials, dissemination of materials, clearinghouse, and community awareness to parents and families.</p>

Strategy 1: Increase number of children receiving quality early care and education through expansion of funding for *Quality First!* for facility improvements, coaching, and professional development.

The Navajo Nation Regional Partnership Council will fund 10 regulated centers to participate in *Quality First!* This will increase the total number of centers on the Navajo Nation able to participate in *Quality First!* to nineteen (10 through regional funding and 9 through state-wide funding). The prioritized need is the lack of quality child care available for young children, birth to five years old. This strategy will begin to address this need, by involving centers in the improvement process and supports available through *Quality First!*

State licensing regulations are considered adequate and minimal but do not include quality determiners, i.e. optimal recommended adult-child ratios, maximum group size, well-qualified personnel, and strong curriculum and environments. Many children are in settings where quality is poor or mediocre ¹, and poor quality settings may harm children or may be a barrier to optimal development.

The First Things First Board approved funding to design, build and implement the first phase of *Quality First!*, Arizona's Quality Improvement and Rating System (QIRS) for early care and education centers and homes. Because so many of Arizona's youngest children are enrolled in child care, early education and preschool settings, the quality of programs is undeniably important. Just 15% of early care and education centers and less than 1% of family child care homes in Arizona are accredited by a national accreditation system, currently the only measure of high-quality available in the state.

Quality improvement and rating systems are comprehensive strategies being used throughout the country to improve the quality of early care and education and inform families, providers, funders, regulators and policy makers about quality standards for early care and education. Currently 17 states are operating statewide quality improvement and rating systems, and another 30 states have local pilots or are developing their systems. This system has not been tried on the Navajo Nation.

Research conducted in five states with long-term systems and evaluation designs, e.g. Colorado, North Carolina ², Pennsylvania, Tennessee and Oklahoma ³, show significant improvement in the quality of participating programs/settings. Locally, the Tucson *First Focus on Quality* pilot program evaluation found significant improvement in 46 centers in key quality components such as physical learning environment, adult-child interactions, school readiness strategies, health & safety, and director and staff qualifications. ⁴ A new study of the Colorado's Qualistar Quality Rating and Improvement System by the RAND Corporation ⁵ suggests that the quality indicators which produce child outcomes measure not only the quality of the environment, but also the quality of interactions, in early care and education settings. Arizona is incorporating this research into its development of *Quality First!*

Arizona and the Navajo Nation will now have a system and working model of early childhood care and education quality standards, assessment and supports (financial and other) throughout the state, rather than multiple models, in order to ensure public confidence in its validity and to systematically evaluate outcomes for children.

Arizona's *Quality First!* includes the following components:

- Administrative Infrastructure at FTF for coordination of the statewide system
- Standards/Rating Scale to define the various levels of quality
- Assessment of quality using standardized tools and reliable assessors
- Quality Improvement Plans that set goals related to standards and assessment results
- Coaching to reach goals in the Quality Improvement Plan
- Child Care Health Consultation to address health issues
- T.E.A.C.H. Scholarships to enhance professional development of administrators, teachers, and caregivers
- Financial incentives and awards for materials, equipment, and other improvements

- Evaluation to determine the effectiveness of the system in meeting its desired outcomes

Navajo Nation Region anticipates that 10 centers will participate in the first round of *Quality First!* Because of the comprehensive nature of the *Quality First!* system, the Navajo Nation Regional Partnership Council believes that additional participants will increase the number of high quality early care and education settings that are available to families and have identified an increase in high quality early care and education settings and facilities as the region's greatest need. By the end of the three year plan, Navajo Nation would like to see 30 centers participating in *Quality First!*

Family demand and access to quality early care and education is a complex issue on the Navajo Nation. There is a dire need for early care with the growing population of young children, yet there is limited involvement from Navajo families enrolling their children in an educational structure serving newborn to 5 year olds. On one hand, families keep young children at home and provide educational and traditional experiences of Navajo lifestyles, yet there is also a need for working families to keep their young children in a safe and educational environment and encourage the development of school readiness skills for entering kindergarten. Quality care is often associated with licensed care, yet currently on the Navajo Nation there is no widely agreed upon set of indicators for quality early care. The Dine' culture values parents and grandparents taking care of young children at home. To satisfy traditional and contemporary lifestyles of the Navajo Nation, there is a critical need for high quality, culturally relevant child care, whether it is center-based or home-based care.

Due to the rural nature of much of the Navajo Nation Region, for this strategy to be effective, an outreach worker will be necessary to implement recruitment efforts across the region. This will help ensure that recruiting for Quality First centers will be effective, especially in areas of highest needs. The outreach worker will need to have a good understanding of the assets and barriers within each of the communities, be able to establish strong relationships with the potential providers, and preferably have English/Navajo bilingual skills.

- 1 Vandell & Wolfe (2002); Cost, Quality and Child Outcomes Study Team; (1995); Helburn & Bergmann (2002); Phillips, (1995)
- 2 Bryant, D., Bernier, K., Maxwell K., & Peisner-Feinberg, E. (2001) *Validating North Carolina's 5-star child care licensing system*. Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Center
- 3 Norris, D., Dunn, L., & Eckert, L. (2003). *"Reaching for the Stars" Center Validation Study: Final report*. Norman, OK: Early Childhood Collaborative of Oklahoma.
- 4 LeCroy & Milligan Associates, Inc. (August 2006). *First Focus on Quality: Final Evaluation Report*.
- 5 Zellman, Gail L., Perlman, Michal, Le, Vi-Nhuan, Messan Setodji, Claude (2008). *Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-Care Quality*. Rand Corporation

Lead Goal: Quality and Access

Goal: (1) FTF will improve access to quality early care and education programs and settings.

Key Measures:

- Total number of children enrolled in early care and education programs participating in the *Quality First!* system.
- Total number and percentage of early care and education programs participating in the *Quality First!* system improving their environmental rating score.

Target Population: 10 child care centers within the Navajo Nation Region

Proposed Service Numbers	SFY2010 July 1, 2009 - June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
	10 centers	20 centers	30 centers

Performance Measures SFY 2010-2012

- # of centers served through QUALITY FIRST!/FY2010- 10 centers, FY2011-10 centers, FY2012- 10
- # of children enrolled in early care and education programs participating in Quality First!

- How is this strategy building on the service network that currently exists:

FTF will fund 9 centers through the Quality First statewide funding. Navajo Nation will build on the state system by funding an additional 10 centers in the region for FY2010. This strategy will allow the Navajo Nation region to fund centers and homes that might not meet the priorities established by the state. This strategy builds on the Head Start, CCDF, AND DES programs that currently exist.

This proposed expansion will allow the region to have 10 additional regulated centers in the region to participate in quality improvement activities with the following assurances from FTF Leadership:

- FTF WILL assure that T.E.A.C.H. will provide scholarships for college-based coursework toward a degree or CDA for child care staff, with actual coursework determined by Dine' College and other educational institutions associated with the Navajo Nation.
- FTF WILL MAKE every attempt to assure that Quality First! coaches originate from the Navajo Nation or demonstrate experience working with tribal leaders and communities. In the event there is a lack of interested and/or qualified coaches from the Nation, we will direct the administrative program to make sure that coaches are or will be trained to promote cultural competency and expertise with regard to the Navajo way of life. If applicable, this training will be achieved through continuous skill development through direct consultation with early care and education experts and with the Navajo Nation.
- FTF AGREES that it is critical to include what has already been developed by the Navajo Nation in all aspects of Quality First! and we honor and respect the need to embrace the Navajo culture above the western culture, including the dual language model of Navajo and English and the ability to provide translation in all activities.
- FTF WILL BE thoughtful, flexible and inclusive as issues arise and work toward solution at all times with realistic time frames.
- QUALITY FIRST! AND T.E.A.C.H. will be phased in within the Navajo Nation's participating centers and will include center improvements and maintenance of that improvement during the three years of active participation.
- THE ROLE OF THE COACH will be to facilitate systems building within the community of higher education institutions, Navajo Nation programs and state, federal and private programs.
- FTF WILL WORK TO help build a strong Navajo workforce that translates into improved quality early care and education experiences for Navajo Nation children through the components of Quality First! including supportive coaching and mentoring, participation in T.E.A.C.H., financial incentives, assessments and program improvement planning, and child care health consultations.

- What are the opportunities for collaboration and alignment:

This strategy will allow for excellent alignment with the statewide initiative since it will be expanding on the developing Quality First! system. Through the components of Quality First, collaborations between agencies will be expanded and improved. At this time, there are not many opportunities for collaboration and alignment among early care providers across the Navajo Nation. Head Start, CCDF, and DES provide most of the early education development and health programs. There are minimal private and non-profit centers on the Nation for the 3-5 year old population. The Navajo Nation Regional Partnership Council has determined that expansion of Quality First programs across the Navajo Nation

(adding 9 additional Quality First centers) is a critical strategy for improving the quality of early care in the region.

The Navajo Nation Regional Partnership Council will monitor the participation and progress of all of the centers enrolled in Quality First and also plans to work on increasing community awareness and understanding of quality improvement for early care and education.

SFY2010 Expenditure Plan for Proposed Strategy

Population-based Allocation for proposed strategy

\$ 500,000

Budget Justification:

Based on information from FTE, Quality First costs range from \$22,000 per home care provider to \$27,000-\$34,000 per center (depending on size), the Navajo Nation Regional Partnership Council recommends using the average cost of \$32,125 per center for the purpose of budgeting. The Council will add 10 additional Quality First centers, in addition to the 9 centers that will be funded through the statewide Quality First initiative.

The Navajo Nation Regional Partnership Council will fund an additional 10 *Quality First!* centers in addition to those centers that will be funded through the statewide initiative.

1. 10 medium child care centers @ \$32,125.00 ea.=	\$ 321,250
2. Additional funds for more specified improvements & scholarships=	\$ 90,750
3. FTE Outreach Worker position= \$60,000 + 30% (benefits)=	\$ 78,000
4. Outreach Worker materials & supplies=	\$ 10,000
Total	\$ 500,000

See description, as follows:

1. 10 centers enrolled in Quality First! on the Navajo Nation – medium centers

Enrollment Bonus =	\$ 500
Improvement Grant =	\$ 10,000
Improvement Award =	\$ 1,000
Fixed Cost =	\$ 16,800
TEACH Scholarship =	\$ 3,200
TEACH Admin Home =	\$ 625
Total	\$32,125.00

2. Additional funds for specified improvements & scholarships:

All 19 centers that are eligible for Quality First! can apply for additional 2 needs:

- Improvement awards for additional improvements for centers (in addition to QF funds)
- TEACH scholarships for additional staff to utilize professional development activities (in addition to the 2 staff members designated by QF/TEACH).

\$4,776/center X 19 centers (cap of \$4,776 per center)

Total **\$90,750**

3. & 4. Outreach Worker and Materials & Supplies:

An outreach worker will be added to the budget to implement recruitment efforts in order to insure that recruiting in the centers and the areas of highest need is successful. \$88,000 has been budgeted to support costs associated with a full- time outreach worker in supporting strategic recruiting efforts. The outreach worker will need to have a good understanding of the assets and barriers within each of the communities, be able to establish strong relationships with the potential providers, and preferably have English/Navajo bilingual skills.

1 FTE Outreach Worker at 60,000+ 30% FTE=	\$ 78,000	
Outreach Materials & Supplies	\$ 10,000	
Total=		\$ 88,000

Strategy # 2 Increase number of children receiving quality early care and education through expanding capacity of existing centers.

On the Navajo Nation there is an inadequate amount of quality child care slots in regulated centers. There are over 12,132 young children in the Navajo Nation Region and the number of accredited homes and centers is not high enough to accommodate all of the eligible children. There are minimal centers and homes that are regulated on the Navajo Nation. There are eighteen tribally licensed child facilities for low income families which are funded by Child Care and Development Fund (CCDF) monies and approximately 140 Head Start/Early Head Start programs. In addition, the Early Childhood Block Grant (ECBG) funded preschools are regulated in four school districts: Chinle Unified School District at Mesa View Elementary School; Window Rock School District at Fort Defiance Integrated Preschool; Window Rock Integrated Preschool and Kayenta Unified School District at the Child Care Occupational Parenting Center. In addition, DES subsidizes approximately 100 regulated home care providers. Early child care centers are not consistently regulated or licensed across the Nation and even with the regulated settings that do exist, there is not enough of those centers to provide for the number of young children across the region.

One significant barrier to providing access to clean, safe child care in centers is the lack of funding to pay for facility/home improvements. Some facilities are currently closed due to the lack of funds necessary to pay for repairs to bring them up to regulation standards. The most effective delivery system for these services will be for an organization to serve as the administrator for the existing centers and to carry out the components of the strategy described below:

1. Provide consultation for technical support
 - a. To assist in making current centers operational
 - b. To provide support for curriculum enhancement (including assessment using a standardized and culturally responsive instrument.
2. Provide Professional Development/training opportunities for unregulated centers
3. Develop a plan articulating the transition from home to school and addressing the needs of "ready to learn".
4. Arrange for health screenings and resource supports.
5. Centers will conduct a self-assessment to determine their status in meeting regulations Use this as a pre/post assessment for accountability instead of meeting with the Navajo Nation Depart. of Education and Head Start to discuss the high need for faculty improvements and accountability.
6. Assist with facility improvements with a 20% funding match (may be in-kind). Capital expenditures will require 50% matching funds from funding sources outside of FTF.
7. The Administrative Home will conduct assessments and evaluations to determine the effectiveness of the system in meeting its desired outcomes.

¹ Russ S, Perez V, Garro N, Klass P, Kuo AA, Gershun M, Halfon N, Zuckerman B. Reading Across the Nation: A Chartbook (2007): Reach Out and Read National Center, Boston, MA.

Lead Goal: Quality and Access

Goal: (1) FTF will improve access to quality early care and education programs and settings.

Key Measures:

- Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age five.

Target Population: Infant/Toddler/Preschool child care centers

Proposed Service Numbers	Proposed Service Numbers	Proposed Service Numbers	Proposed Service Numbers																												
	21 centers	21 centers	21 centers																												
Performance Measures SFY 2010-2012																															
# of new infant/toddler centers/preschools																															
# of children enrolled in early care and education programs																															
# quality early care and education programs showing quality and capacity improvements																															
<ul style="list-style-type: none">How is this strategy building on the service network that currently exists:<ul style="list-style-type: none">It will expand currently unregulated centers in becoming regulated or certified.It will increase the range of assistance available for quality improvementsA 20% match, which may be in kind contributions, will be required of the grantee.Capital expenditures will require 50% matching funds from funding sources outside of FTF.																															
<ul style="list-style-type: none">What are the opportunities for collaboration and alignment: This strategy will build on our assets to support grantees in moving toward quality early care and education. It will encourage currently operating programs and centers to expand their services to include age groups not currently being served. This will provide new and existing ECE settings with the supports needed for continuous quality improvement.																															
SFY2010 Expenditure Plan for Proposed Strategy:																															
Population-based Allocation for proposed strategy:		\$425,998																													
Budget Justification:																															
Although there is need for a budget for increasing the capacity of quality child care centers with the specific needs and costs outlined, it will be the responsibility of the Administrative Home to create and oversee a more specific budget for this strategy.																															
<table><tr><td colspan="4">Cost Per Center</td></tr><tr><td>1.</td><td>Consultation for Technical Support =</td><td>\$</td><td>4,119</td></tr><tr><td>2.</td><td>Professional Development/Training for unregulated centers =</td><td>\$</td><td>4,119</td></tr><tr><td>3.</td><td>Facility Improvement per center =</td><td>\$</td><td>12,000</td></tr><tr><td colspan="3">Total cost /center=</td><td>\$ 20,238</td></tr><tr><td colspan="3"> </td><td> </td></tr><tr><td colspan="3">\$20,238/Center x 21 centers=</td><td>\$ 424,998</td></tr></table>				Cost Per Center				1.	Consultation for Technical Support =	\$	4,119	2.	Professional Development/Training for unregulated centers =	\$	4,119	3.	Facility Improvement per center =	\$	12,000	Total cost /center=			\$ 20,238					\$20,238/Center x 21 centers=			\$ 424,998
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\$20,238/Center x 21 centers=			\$ 424,998																												

Strategy #3: Increase number of children receiving quality early care and education through funding of homes to be licensed (licensing options that are available: Indian Health Sanitation Permit, Navajo Nation Business Application, etc).

Increasing child care services to young children across the Navajo Nation using home-based child care is an important strategy for the Navajo Nation Regional Partnership Council. Utilizing a regulated mode for providing qualified child care emphasizing education, health and safety will help many young children across the Nation. Currently, there are not enough child care homes and centers in a given area, or else higher income families do not qualify for income based services. The only option available currently is to use informal or non-regulated relative care givers. In lieu of babysitting services, providing quality and regulated home-based child care will ensure that young children are cared for in a way that promotes the development of language, literacy, and social skills in a safe and healthy environment.

The Navajo Nation Regional Partnership Council considers this strategy to be an effective means to increase quality services for all five agencies on the Navajo Nation. A family relative or qualified person will be able to open up their home to become a provider of home-based child care services and receive compensation as a for profit or non-profit business. To accomplish this strategy, a home-based child care program will consist of: maintaining a licensed home; becoming a qualified provider; receiving education and training; receiving educational aids for the children; following an early care and education curriculum, having age-appropriate literacy books available; and receiving support for child care certification. The provider will be considered a self-employed person who meets the Navajo Nation business regulations for home based business, adhering to qualified home-based child care regulations.

The most effective delivery system for providing and promoting home-based child care will be for an organization to serve as the administrative home for this strategy. Under the administrative home, two people will be responsible for the outreach and recruitment of homes (working in partnership with the outreach worker identified in Strategy 1), and for carrying out the components of the strategy described below:

1. Helping providers with start-up costs and application fees and completing the application process.
2. Providing technical support including: a) assisting providers in making their home safe, b) supporting curriculum enhancement including assessment using a standardized and culturally responsive instrument.
3. Promoting professional development by providing community- based training for home-based care providers.
4. Developing a plan articulating the transition from home to school and addressing the needs of "ready to learn".
5. Planning for health screenings and resource supports.

The Administrative Home will provide the following:

1. A funding match of 20% (may be in-kind) will be required.
2. Conduct assessment and evaluation to determine the effectiveness of the system in meeting its desired outcomes.
3. Offer incentives for facility improvements/renovations based on homes acquiring regulated status within 3 years (no cost this year)

Lead Goal: (1) FTF will improve access to quality early care and education programs and settings.

Key Measures:

- Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of total population birth to age.

Target Population: All children ages 0-5			
Proposed Service Numbers	Proposed Service Numbers	Proposed Service Numbers	Proposed Service Numbers
	75 homes	75 homes	75 homes
Performance Measures SFY 2010-2012:			
<ul style="list-style-type: none"># of new family child care homes providing care for children birth to five years old FY 2010 homes-75 homes, FY2011- 75 homes , FY2012- 75 homes# of children enrolled in early care and education programs# quality early care and education programs increasing score			
<ul style="list-style-type: none">How is this strategy building on the service network that currently exists:<ul style="list-style-type: none">This strategy will recruit and provide ongoing support to home-based care providers in areas of the region that most need child care providers and will help unregulated homes to become regulated or licensed.Qualified home-based care providers will receive education and training, receive educational aids for the children, follow an early care and education curriculum, have literacy books available, and be provided opportunities for childcare certification.Home-based care providers may or may not receive Arizona DES reimbursement for services. The Navajo Nation Regional Partnership Council funding allocation will not be provided for reimbursement purposes.What are the opportunities for collaboration and alignment: At this time, there are not many opportunities for collaboration and alignment. Currently, home-based child care programs are self-regulated, with minimal Navajo Nation compliance and they operate as baby sitting services. With this strategy, parents will be able to take their children to relative and family home-based care providers with the assurance that the child care they receive meets health and safety standards and provides quality age appropriate child care.			
SFY2010 Expenditure Plan for Proposed Strategy			
Population-based Allocation for proposed strategy		\$ 275,000	
<p>Budget Justification: Since there are minimal regulated home-based care providers and programs currently in existence in the Navajo Nation communities, collaboration will be essential to ensure the success of this strategy as part of a system rather than operating as individual programs. An existing organization will be the administrative home and will provide support to a network of home-based care providers and an assessment and monitoring system for those providers.</p> <p><i>Although there is a need for a budget for increasing quality home-based care providers through outreach and recruitment with the specific needs and costs outlined, it will be the responsibility of the Administrative Home to create and oversee a more specific budget for this strategy.</i></p> <p>With this budget, the administrative home will provide the services described above to include the hiring of qualified personnel. The organization will work with home care providers in upgrading the safety of the home striving for regulated status and provide comprehensive professional development on a regular basis that utilizes best practices as identified by FTF. The administrative home will assume all responsibility to move participants through a curricula that is research-based and culturally competent in the area of early care and education. Participants will strive to</p>			

provide high standards of home care to children. A pre and post evaluation/assessment will be required of the administrative home. A funding match of 20% (may be in-kind) will be required.

Costs for new or existing home-based care providers to become regulated or licensed:

1. Start-up costs and application fees: 18 providers @ \$600/home=	\$ 11,000
2. Home Care Support: 75 homes @ \$1,000/home=	\$ 75,000
3. Administrative Home Personnel:	
MA Level: 1FTE position at \$ 70,000+ 30% benefits= \$ 91,000	\$ 169,000
BA Level: 1 FTE position at \$ 60,000+ 30% benefits= \$ 78,000	
4. Administrative Home Materials=	\$ 10,000
5. Administrative Home Transportation/Fuel =	\$ 10,000
Total	\$ 275,000

See description, as follows:

1. **Start-up cost and application fees (capped at \$600/provider for 18 providers):** **Total** **\$ 11,000**

NN Business Application fee: \$150 one time X 18=	\$ 2,700
NN Sanitation permit fee: \$ 10 one time X 18=	\$ 180
NN Fingerprint Clearance fee: \$100 one time X 18=	\$ 1,800
CPR/First Aid Training fee: \$ 50 annually X18=	\$ 900
Arizona Licensing and Accreditation: \$300 annually X 18=	\$ 5,400
Total	\$10,980

2. **Home Care Support (capped at \$1000/provider for 75 homes):** **Total** **\$75,000**
 Operational expenses for a safe home:
 - Fire Extinguisher/smoke alarm/Fire Plan/Fire exit
 - Poison/Chemical control
 - Food Quality/Toys Quality
 - Napping/snack equipment
 - Telephone

3. **Personnel: 2 staff positions:** **Total** **\$ 169,000**
 Requirements include:
 - Bachelor's to Master's degree in early childhood related field with experience in home-based child care
 - Experience supporting adult learners
 - Ability to travel through the Navajo Nation
 - Expertise in infant, toddler and preschooler development
 - Knowledge (or the ability to gain knowledge) of resources and services available to the community
 - Familiarity and experience with families in the regional area
 - Ability to provide Professional Development training to Providers in Community Based Training and Curriculum Enhancement
 - These two people will work to improve children's health, safety and quality of interactions with the home-based care providers and will assist the home-based care providers in working towards increasing early identification of health or developmental concerns, enhancing the quality of care, and improving their school readiness. The curriculum will be a strengths-based approach based on

community needs and participant recommendations. It will include safety, brain development, social-emotional developmental needs, positive guidance and discipline, nutrition, parent/caregiver relationships, language and literacy, appropriate learning activities, culture, and health and sanitary practices.

Personnel:

MA level: 1 FTE at \$ 70,000 + 30% benefits = \$ 91,000

BA Level: 1 FTE at \$ 60,000 + 30% benefits = \$ 78,000

4.	Administrative Home Materials	Total	\$ 10,000
5.	Administrative Home Transportation/Fuel Costs	Total	\$ 10,000

Strategy #4: Increase quality early care and education workforce by means of fostering education for those considering entering the field, those pursuing CDA, AA, BA, & MA degrees, and those currently employed, through funding of scholarships, incentives, or professional development, as well as increase quality early care and education workforce by funding MA level faculty and professionals stipends (transportation, per diem, etc.).

On the Navajo Nation, there is an increase in youth population, high levels of poverty rates among adults and families, and high levels of teen age mothers. The high poverty rate and high youth population across the Nation contribute to a need for an avenue that encourages young people to get training, education and certification in early child care in order to become more employable. This group may not immediately pursue obtaining a college degree, but the desire to obtain a certificate is more immediately achievable and will, in turn, develop a more skilled workforce.

There is a definite need to develop a feeder program for youth and adults who want to provide quality child care services and continue on to get a college degree. Research has shown that having child care providers who are more qualified will help maintain employee retention, which is associated with more positive outcomes for children. More specifically, research shows that child care providers with more job stability are more attentive to children and promote more child engagement in activities.

Currently, most of the child care centers on the Navajo Nation have workforce issues. They have personnel who are not qualified or adequately trained operating the centers, including bus drivers, cooks and maintenance people. The pool of child care employees needs to be fully invested in their careers to carry out the responsibilities of child education, transportation, food services, maintenance, and facility services. The Navajo Nation Regional Partnership Council considers this strategy to be a means to improving the youth and adult workforce through funding of scholarships, incentives, or professional development for those who are employed and who have a desire to complete certification training in various areas of child care by improving their skills by participating in local vocational training. One avenue to achieve that goal would be for the child care work force to pursue the CDA credential which Arizona has worked hard to encourage early childhood professionals to earn.

In addition, there is a need for current child care center staff to obtain their Bachelors or Masters of Arts in Early Childhood Education (BA-ECE/MA-ECE) and Associates of Arts degrees (with an early childhood emphasis). These degrees can be obtained through the universities and colleges in the region and through a rapidly growing assortment of credible online education programs that can be completed at home. Located in the center of the Navajo Nation, Diné College has a unique Early Childhood Associate's Degree Program in which Diné values and language are deeply embedded.

Two major barriers impede the education of teachers and childcare professionals; tuition and fee costs for degrees or certifications, and geographic distance required to obtain those degrees or certifications. Even though the Navajo Nation has a large scholarship program available for teachers, not all teachers qualify. Many teachers have had negative experiences including having to drop out of classes and issues related to repayment of education loans. Distances are great between individual homes and local educational centers. Teachers reported driving up to 100 miles each way to attend trainings at "local venues".

Northern Arizona University, Northland Pioneer College, Diné College, and any other accredited institutions of higher learning on the Navajo Nation (within Arizona) could potentially partner to develop and deliver these certification/degree programs. Head Start may be a potential partner, both in helping to shape this program and contributing scholarship/training funds.

This strategy will establish a higher education conduit at a central site which will serve a high number of child care centers using distance education and online web CT video. Ninety early childhood education professionals will be able to expand professional development opportunities by attaining a Child Development Associate Certification (CDA), an Associate of Arts Degree (AA) emphasizing Early Childhood Education, or a Bachelor of Arts Degree (BA) in Early

Childhood Education. The coursework will be grounded in the Diné language and culture. In the delivery of the courses, both distance learning and in person meetings with the students will be utilized. Ideally, a cohort model will be implemented so groups of students pursuing the same type of certification or degree will be able to progress through the coursework together.

The most effective delivery system for these degree/certification programs will be developed to address the following considerations:

- Teachers of these courses must be highly qualified to teach the coursework and must be strong in the Diné Culture and Language (the faculty must ideally be full faculty at PhD level; considerations will be made for Adjunct faculty and Practitioners, with approval by the Navajo Nation Regional Partnership Council).
- The vast geography of the Navajo Nation, the remote location of potential students and the issue of travel must be addressed. The use of wide distance delivery will be given priority.
- Coursework must be scheduled at times that are accessible to early childhood teachers who work during the day and care for their families (presumably courses would need to be at night or on weekends).
- Academic supports such as tutoring, coaching, and advisement must be provided.
- Financial supports such as scholarships and money for books must be available for those who qualify.
- Child care or any other supports to help ensure the students' success need to be considered.
- Articulation agreements among the institutions of higher learning must be in place so that all of the courses count as the student progresses.
- A funding match of 20% (may be in-kind) will be required of the administrative home for this strategy.

Lead Goal: (8) FTF will build a skilled and well prepared early childhood development workforce.

Goal: (9) FTF will increase retention of the early care and education workforce.

Key Measures:

- Total number and percentage of professionals who work with young children, outside of early care and education, who are pursuing a credential, certificate, degree in early childhood development or other appropriate specialty area.
- Total number and percentage of professionals working in early childhood care and education who are pursuing a credential, certificate, or degree.
- Total number of children enrolled and vacancies in regulated early care and education programs as a proportion of the total population birth to age five.

Target Population: Adults pursuing a college degree in early childhood education, admitted to appropriate college or university.

Proposed Service Numbers	SFY2010 July 1, 2009 - June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
	3 cohorts of 30 students each= 90 students	3 cohorts of 30 students each= 90 students	3 cohorts of 30 students each= 90 students

Performance Measures SFY 2010-2012

- Increase in early childhood knowledge and practice through appropriate training after completion of course/strategic target.
- # of professionals pursuing degree in early childhood

• How is this strategy building on the service network that currently exists:

This strategy builds on the early childhood education opportunities that exists on the Navajo Nation by increasing the quality early care and education workforce by means of fostering education for those considering entering the field, those pursuing CDA, AA, BA, & MA degrees, and currently employed, through funding of scholarships, incentives, or professional development.

• What are the opportunities for collaboration and alignment:

This strategy will provide an opportunity to create a strong collaborative network of early childhood professionals across the Navajo Nation through the educational venue.

This is a great opportunity to make early childhood education a priority among the Navajo Nation and to place more value on the professional development of child care providers, which will have a lasting impact on the emotional, physical, social, and mental development of children across the region.

It may be essential for employee release time to be granted for college attendance while employed and a contract granting employee's time to attend classes may be important to establish.

SFY2010 Expenditure Plan for Proposed Strategy

Population-based Allocation for proposed strategy	\$ 500,000
Budget Justification: <i>Although there is need for a budget for professional development with the specific needs and costs outlined, it will be the responsibility of the Administrative Home to create and oversee the specific budget for this strategy. A funding match of 20% (may be in-kind) will be required.</i> A student may be a child care home-based provider or child care center employee who is an Arizona resident, pursuing a CDA, AA, BA, or MA degree or certification in early education and who meets college or university requirements.	
1. Scholarships: 3 cohorts of 30 students for 2 semesters	\$ 240,000
2. Faculty Team/Delivery for 3 Cohorts (BA/MA/AA)	\$ 247,000
3. Faculty materials \$ 4,333 year x 3 cohorts	\$ 13,000
Total	\$ 500.000
See description, as follows:	
1. Scholarships (tuition and text books):	
A. One cohort of 30 BA students @ \$1,500 per semester for 2 semesters(\$3,000)=	\$ 90,000
B. One cohort of 30 MA students @ 1,500 per semester for 2 semesters (\$3,000)=	\$ 90,000
C. One cohort of 30 AA students @ 1,000 per semester for 2 semesters (\$2,000)=	\$ 60,000
Total	\$ 240,000

2. Faculty Delivery:

A.	2 FTE BA/MA (or PhD) level Faculty positions teaching 3 courses per semester for one year= \$ 70,000 + 30% ERE=\$91,000 X 2=	\$182,000
B.	1 FTE AA level Faculty position teaching 3 courses per semester for one year= \$50,000 max x 30% ERE=	\$ 65,000
Total		\$ 247,000

3. Faculty Materials \$ 4,333 x 3 cohort = \$ 12,999 **Total** **\$ 13,000**

Strategy #5: Increase early care and education workforce for retention of degreed CDA, AA, BA & MA employment through funding of incentives or wage enhancement in early care and education.

Navajo First is a policy that promotes employment of qualified Navajo citizens before hiring non-Navajo people. However, in the case of hiring and retaining teachers with degrees in specialized areas such as early childhood and special education, organizations and school districts have been forced to recruit many non-Navajo personnel. In most cases, the factors that impact recruitment and retention are lack of housing opportunities, distances to urban areas, cultural difference between new teachers and community, cost of fuel, and other remote area characteristics. Teachers in Navajo Nation school districts earn approximately the same as teachers in other locations; however, recruiting teachers remains a challenge. Remote districts have reported having more vacancies, especially in high need positions such as special education, speech and language, and therapist positions and these positions sometimes remain unfilled for up to three years. Strategies for recruiting and training more Navajo teachers have waxed and waned across the years. This remains a significant problem and concern for all areas of public and private education across the Navajo Nation.

The Navajo Nation Regional Partnership Council intends this strategy to (a) be involved in research on systematic reform of wage enhancement with the FTF State initiative and the Navajo Nation (no funding required), and to (b) push forward salary incentives for completion of certification or AA, BA or MA degrees.

First, a wage enhancement program would address two key issues affecting quality and access in early care and education settings: 1) retention of teachers and staff; and 2) qualifications of teachers and staff. The high turnover of early childhood staff directly impacts the quality of experience for children. Consistency of care in early education settings allows children to bond with their teachers and to feel safe, thereby creating an environment conducive to learning¹. In order to improve retention of early childhood professionals, it will be important to enhance compensation. Wage enhancement programs incentivize teachers, staff and family child care home providers to increase their educational qualifications by taking college coursework in early childhood education.

Child care workers are among the lowest-paid of all low-wage workers. According to the Bureau of Labor Statistics, in 2003 the average annual salary for child care workers in Arizona was \$16,360, far less per year than dog groomers and barbers and less than half the self-sufficiency wage². Arizona preschool teachers earn about half the salary of kindergarten teachers; child care teachers earn even less³. Pay varies depending on the type of center in which the teacher works, as well as on the teacher's position. Assistant teachers earn an average of \$8.10 an hour, teachers an average of \$9.00 an hour, teacher/directors an average of \$10.92 an hour, and administrative directors earn an average of \$15.00 an hour⁴. Teacher quality is strongly correlated with compensation.

There is a definite correlation between an early childhood education professional's time spent in a job and his/her education level. In Arizona, those with the highest levels of education (Directors, Teacher/Directors, and Teachers) had the longest length of employment. Among teachers, 92% of Head Start teachers were employed for four years or longer; 92 % of Head Start teachers are required to have some college education.

¹ Arizona School Readiness Task Force Report. July 2002

² *The Self-Sufficiency Standard for Arizona*, prepared by Diana Pearce with Wider Opportunities for Women for the Children's Action Alliance, March 2002.

³ *Compensation and Credentials*, Children's Action Alliance, July 2005, pgs 4-5.

⁴ *Compensation and Credentials*, Children's Action Alliance, July 2005, pgs 12 and 14.

This strategy offers a plan to increase compensation to staff as an incentive to further their education. Navajo Nation Regional Partnership Council will support the FTF model ultimately used as an awards incentive program to generate employee motivation and achieve results that will improve bottom lines and recognize participants' accomplishments. With appropriate support, a customized incentive program should be incorporated that reflects tribal identity, culture and program emphasis. Participants need to have a clear understanding of the linkage between their effort and their incentive program.

The most effective delivery system for these services will be for an organization to provide an incentive system for personnel in centers who have completed 3-6 months of service and have completed a degree or certificate in Early Childhood or Special Education. The organization will provide an assessment and monitoring system for the incentive programs. An evaluation system will be developed to include the following considerations:

- A. The organization will ensure that staff members meet the qualifications for the incentive bonuses.
- B. The organization will give an incentive bonus to staff who have AA, BA or MA degrees in areas of Early childhood and Special Education and who have with 3-6 months of service in field.
- C. The organization will give an incentive bonus to staff who have certifications in Early childhood, CDA, Special Education and who have 3-6 months of service in field.

Lead Goal: (8) FTF will build a skilled and well prepared early childhood development workforce.

Goal: (9) FTF will increase retention of the early care and education workforce.

Key Measures: Retention rates of early childhood development and health professionals.

Target Population: Early childhood professionals with AA, BA or MA degrees, CDA or Special Education certificates

	SFY2010 July 1, 2009 -June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
Proposed Service Numbers	50 staff persons meeting certificate or degree requirements and with 6 mos. service	50 staff persons meeting certificate or degree requirements and with 6 mos. service	50 staff persons meeting certificate or degree requirements and with 6 mos. service

Performance Measures SFY 2010-2012

- # and % of early care and education teachers/assistant teachers retained for 3 years/Actual number and %
- % of early care workforce at entry level or advanced level retained for 2 years /proposed service s

How is this strategy building on the service network that currently exists: This strategy will work with and build upon the FTF Statewide Wage Enhancement Initiative.

What are the opportunities for collaboration and alignment: There is great interest in the early childhood community across the Navajo Nation in connecting increased compensation to increased levels of education, including degree and certificate accomplishments and community accomplishments. The Navajo Nation needs to recognize the factors of low involvement and lack of professional development among early child care workforce. Across the state, efforts are being made to promote increased wage compensation for child care professionals and to promote increased levels of early childhood education for child care staff. This strategy is also under consideration by other Regional Partnership Councils and could lead to some opportunities for collaboration with other regional areas across the state.

SFY2010 Expenditure Plan for Proposed Strategy	
Population-based Allocation for proposed strategy	\$100,000
<p>Budget Justification: The most effective delivery system for these services will be for an organization to provide an incentive system for qualified personnel in child care centers who have completed 3-6 months of service and who have completed a degree or certificate in Early Childhood and Special Education. The organization will develop an assessment and monitoring system for the incentive programs.</p> <p>The administrative home will ensure that staff members definitely are progressing, with the incentive bonus awarded to staff who receive AA, BA or MA degrees in areas of Early childhood and Special Education and who complete 3-6 months of service in field. A funding match of 20% (may be in-kind) will be required of the administrative home.</p> <p>a. Degree: Incentive bonus for personnel for completion of AA, BA or MA degree \$ 50,000 In Early Childhood and Special Education and who complete 3-6 mos. of service at \$ 1,000 each (50 total bonuses)</p> <p>b. Certificate: Incentive bonus for personnel for completion of Early childhood, CDA, \$ 50,000 Special education certificate and who complete 3-6 mos. of service at \$1000.00 each (50 total bonuses)</p>	

Strategy #6: Support Ke' (extended family/friends) by funding expansion or new early care and education through home visitations, resources, seminars, and hands-on training to improve knowledge and understanding of basic parenting /care giving skills.

Family support, as the foundation for enhancing children's positive social and emotional development, is a unique challenge that demands collaboration between parents, service providers, educators and policy makers to promote the health and well-being of young children. The first three years of life are a period of incredible growth in all areas of a baby's development. A newborn's brain is about 25 percent of its approximate adult weight. By age three, it has grown dramatically by producing billions of cells and hundreds of trillions of connections, or synapses, between these cells. While we know that the development of a young child's brain takes years to complete, we also know there are many things parents and caregivers can do to assist children to establish early healthy patterns for life-long learning.¹

Unfortunately, there are no systematic data that quantitatively reflect the developing network of support in the Navajo Nation region. However, the region has benefitted from various entities whose purpose is to help close the gaps in service and support to families and young children. Some of these entities include The Bureau of Indian Education Family and Child Education (FACE) and Baby Face programs, the Growing in Beauty program (early intervention for young children with developmental delays), the WIC program, Parents as Teachers, Diné for Our Children, and the Office of Diné Culture, Language and Community Service.

Increasingly, families and caregivers are seeking information on how best to care for young children. National studies suggest that more than half of American parents of young children do not receive guidance about important developmental topics, and want more information on how to help their child learn, behave appropriately, and be ready for school. Many of the most needy, low-income, and ethnic minority children are even less likely to receive appropriate information. Families and caregivers also seek information on how families can connect with and navigate the myriad of public and private programs that exist in their communities that offer services and support to young children and their families. Few connections exist between such public and private resources and information and access to various services and supports can be confusing or intimidating. Information provided to families needs to be understandable, culturally and geographically relevant, and easily accessible.

Support for early literacy is an important area in which Navajo Nation parents and their young children can greatly benefit. "Parents reading frequently to their children provide language and literacy skills that help children learn to read. Helping children to prepare for the challenge of learning to read before school entry is better than helping them catch up later. Reading aloud is the single most important activity for building the knowledge required for eventual success in reading. Early language skills, the foundation for later reading ability, are based primarily on language exposure and human interaction – parents and other adults talking to young children. The more words parents use when speaking to an infant, the greater the size of the child's vocabulary at age three. Many children from low-income families hear fewer words and learn fewer words and their limited vocabularies essentially leave them language delayed at school entry, which places them at educational risk. Of all parent-child activities, reading aloud provides the richest exposure to language, so promotion of reading aloud, especially for children from more disadvantaged backgrounds, holds great promise for strengthening school readiness and laying a strong foundation for future educational success."⁵

Home visiting services funded under this strategy will offer a comprehensive program to families, with an emphasis on adult to child interactions within the cultural context and including information on early brain development, early literacy, child development and appropriate behavioral expectations, and activities to support optimal development.

Multiple organizations may submit a proposal for this strategy, addressing how they will expand or provide additional

¹ Russ S, Perez V, Garro N, Klass P, Kuo AA, Gershun M, Halfon N, Zuckerman B. Reading Across the Nation: A Chartbook (2007): Reach Out and Read National Center, Boston, MA.

home visiting services, that include opportunities for seminars, training, and resources with the following criteria:

- Social-emotional development and interactions for behavior and relationship building as it relates to reading and self concept will be emphasized.
- Focus will be on the rural nature of the population and the need for regular home visiting to work with Navajo parents/relatives caring for the child.
- A plan articulating the transition from home to school and addressing the needs of "ready to learn"
- Public awareness and information efforts also need to go beyond informing parents and caregivers of information needed to raise an individual child or support a family in care giving.
- Health screening and resource support to be included.
- Organizations providing these services will be required to provide a 20% match (may be in-kind).

Lead Goal: 11) FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

Goal: (12) FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Key Measures:

- Percentage of families with children birth through age five who report they are satisfied with the accessibility of information and resources on child development and health.
- Percentage of families with children birth through age five who report they are competent and confident about their ability to support their child's safety, health, and well-being.

Target Population: Families of children, birth to age five, not already receiving home visitation services

Navajo Nation Regional Partnership Council
REGIONAL COUNCIL 2010 ALLOCATION: \$2,601,940

Proposed Service Numbers	SFY2010 July 1, 2009 -June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
	200 Children	200 Children	200 Children
Performance Measures SFY 2010-2012 1. # of children receiving home visiting services (200) 2. # and % of families of children receiving services that reported satisfaction with provided home visiting support 3. # and % of families of children receiving services showing increases in parenting knowledge and skill after receiving home visiting support 4. # and % of families of children receiving services reporting an increase in the # of days the family reads			
<ul style="list-style-type: none">• How is this strategy building on the service network that currently exists: There are currently several home visiting programs that serve families in the Navajo Nation region. This strategy provides an opportunity to build on these existing services by allowing them to expand to serve areas or populations that they do not currently serve.			
<ul style="list-style-type: none">• What are the opportunities for collaboration and alignment: The recommendation of this strategy will provide a potential opportunity for agencies to collaborate on their application as well as their service delivery.			
SFY2010 Expenditure Plan for Proposed Strategy			
Population-based Allocation for proposed strategy		\$ 400,000	
Budget Justification: <i>Although there is need for a budget for Ké (extended family/friends) home visiting model with the specific needs and costs outlined, it will be the responsibility of the Administrative Home to create and oversee the specific budget for this strategy which would include personnel, materials, training, and mileage. A match of 20% (may be in-kind) will be required.</i> An estimate of \$2,000 per child was used: 200 children x \$2,000 = \$400,000			

Strategy #7: Support families of children birth to 5 with expansion or new literacy rich environments that promote dual -language in early care; education at preschools, centers and home based settings through funding including but not limited to: development of materials, dissemination of materials, clearinghouse, and community awareness to parents and families.

Within the realm of language and literacy development, oral language is the foundation for literacy development in young children. For a majority of the Navajo children, oral language is based in the Navajo language with traditional storytelling and sharing of information to lay the foundation for literacy development. Furthermore, a child's early experiences with written English books and print greatly influence their ability to comprehend what they read. As a result, resources to families are needed to engage their child with books and print media in the home or natural settings with experiences to impact learning long before first grade with long-lasting effects. The children have the capacity to experience and master both Navajo and English language at this early foundational age.

The Navajo Nation is challenged by a child learning both English and the Navajo language for survival and existence of two cultures and lifestyles; however, both languages are necessary and needed to function. A Navajo speaking person who needs to speak, read, and write English has difficulties, as Cummins (1981, 1991) and Collier (1981) have provided important evidence that a student who speaks English as a second language requires from 5-10 years, depending on the educational programs they are in, to achieve grade level norms in academic subjects taught in English. There is a relationship between linguistic knowledge and educational performance with research evidence on how long it takes children who do not initially understand English to handle the school curriculum as taught in the English language. On the other hand, an English speaking person who needs to speak Navajo to upkeep the generational lineages and community ties is challenged to speak Navajo (Ramirez 1991). There is a need for a systematic reform in education to address the challenge using a dual language foundational system in the early years of a child. Research has shown that students with limited English proficiencies make better progress in acquiring English and in academic development if they receive some schooling in their primary language (Navajo) at the same time as they are introduced to English as a second language (Cummins, 1991; Ramirez, et.al., 1991; Thomas & Collier, 1998). In addition, the Navajo Nation code mandates the educational programs to provide instruction and language in the Navajo language and culture in educational settings (Navajo Education Law Code 1995).

In the Navajo Nation region, children entering kindergarten are at least two years behind in their language and literacy development based on reading fluency scores of DIBELS assessment and 3rd grade students not on grade level according to the Arizona Instrument Measurement (AIMS) reading comprehension. This is especially true for English Language Learners who speak Navajo as their first language and English as their second language. These children begin school with a deficit and then they struggle to progress at a normal rate through the rest of their educational years. The local Navajo prominent schools understand that dual language services are necessary for early childhood development and transition into grade level readiness. These services include Navajo early childhood curriculum, literacy, mathematics, science, and technology implementation and development. These schools are founded on the mission and vision that Navajo history, language and culture stem from expertise within the community. Language and literacy development does not rely solely on a child having the resources to read and write (i.e. books, pencils, crayons, etc.) but requires the exchange of knowledge and information between an adult and a child. This strategy will include literacy activities in which adults and children can engage with one another.

Clearinghouse Resource Centers (CRC) is a powerful vehicle for collecting and sharing knowledge with a targeted audience. The approach to clearinghouse development and management recognizes that clearinghouses can be much more than an information repository and dissemination channel—they should be strategic vehicles to assist agencies in delivering critical knowledge to promote action to meet their mission. Based on the needs of early language and literacy, the clearinghouse development needs to deliver the *right* information and resources, in the *right* format, to the *right* people, at the *right* time—to create the *right* results. An approach begins with developing a deep understanding of each client's mission, its customers, and its customers' information needs—including their preferred methods and formats for receiving information. Also, the delivery should employ experts in information collection, knowledge management, information technology, outreach, and dissemination. This unique combination allows the

collection of key knowledge, best practices, and resources in the field and to work effectively with various partners and experts to turn this information into usable products and services to bring about desired results. Evaluation and feedback from customers need to be constant in the approach, allowing the clearinghouse to closely monitor and adjust services to meet changing environments.

Library:

The resource center will manage libraries with technical librarians, who scan, identify, select, catalog, and digitize information resources based on the customers' information needs using state-of-the-art online document and record management system that allows users to search a library of content-specific resources and instantly download documents in the public domain.

Information and Referral:

While most resources are made available online, customer service staff support toll-free hotlines and e-mail accounts to provide one-on-one informational support to customers. CRC staff will conduct research and provide responses to requests using an automated request processing system which allows staff to track each request from inception to completion.

Warehousing and Distribution:

While many clearinghouses are increasingly digitizing resources and becoming electronic repositories of information, CRC needs to recognize that for many agencies (and for many of their customers), "hard copy" and paper resources are still valued. As needed by the client, CRC can track and store all printed publications and resources available for widespread distribution at an off-site warehouse. Using an online inventory management system, staff has the capability to transfer and send needed materials from the warehouse to anywhere on the Navajo Nation within Arizona.

The Clearinghouse will operate as a resource center to provide parents, educators, and community members with access to materials about early care and education, Navajo language and culture, exceptional student education, student services, early intervention, parent and professional partnerships, and many other topics. This resource center will contain books, videotapes, multimedia kits, assessment tools, staff development materials, and other materials to borrow on short-term loan or available free or at-cost to requesters. These include parent information materials, annual reports, statistical reports, technical assistance papers and notes, resource manuals for particular special programs, annual program plans, prekindergarten resources, and more.

Currently, the needs within the Navajo Nation are:

- Current dual language and early learning literacy materials are under development and need dissemination of materials to communities and schools
- Dual-language development and dual language translation of literacy materials, mathematic materials and science materials (appropriate for young children) and a strategic process of parental and community involvement in the project from conception to integration and implementation
- A storage and delivery system or clearinghouse infrastructure with necessary manpower
- Curriculum development to include Train the Trainer instruction on family training and development
- Dual language tapings/resources of oral English to Navajo speakers and tapings/resources of oral Navajo to English speakers
- English Literacy reading sessions to parents at home

This strategy will work towards system-building, and sustainability, expanding the capacity of early language and literacy programs, and developing clearinghouse resources to provide supports and services to young children and their families. Multiple organizations may submit proposals for how they will expand or provide early literacy services that include opportunities for seminars, training, and resources.

Essential elements of this strategy include:

- Recognize the oral and literacy history of the parents and first and secondary languages.
- Effective early literacy programs consider the socio-cultural context: that children's experiences with the world greatly influence their ability to comprehend what they read, provide an opportunity for adults and children to reflect on literacy practices in their daily lives, and understand the parent's literacy strengths and reinforce their knowledge and skills.
- Accommodations and adaptations should be made for children and adults with special needs or disabilities
- A storage and delivery system or clearinghouse infrastructure with necessary manpower operation and possibilities of online ordering, network, material storage, etc.
- Clearinghouse Resource Centers (CRC)

Library

Information and Referral

Warehousing and Distribution:

Cummins, J. (1981). The role of primary language development in promoting success for limited English proficient students. In *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, LA.

Cummins, J. (1991). Interdependence of first and second language proficiency in bilingual children. In E. Bialystok (Ed.). *Language processing in bilingual children*, p. 70-89. Cambridge: Cambridge University Press

Ramirez, J.D., Pasta, D.J. Yuen, S., Billings, D.K., & Ramey, D.R.(1991). *Final Report: National Longitudinal Study of Structured Immersion Strategy, Early-Exit, and Late-Exit Transitional Bilingual Education Programs for Language-Minority Children*. Vol. Vol. II and I. San Mateo, CA: Aquirre International .

Thomas, W., & Collier, V. (1981). *School Effectiveness for Language Minority Students*. Alexandria, VA: National Clearinghouse for Bilingual Education.

Title 10 Education, Chapter I. Policy and planning, Subchapter 2 Navajo Education policies, Responsibility and authority of the Navajo Nation. Navajo Education Law Code 1995.

Lead Goal: (11) FTF will coordinate and integrate with existing education and information systems to expand families' access to high quality, diverse and relevant information and resources to support their child's optimal development.

Goal: (12) FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families.

Key Measures:

- Percentage of families of children birth through age five who report they maintain language and literacy rich home environments (e.g. children hear language throughout the day, children have opportunities for listening and talking with family members, books and other literacy tools and materials are available and accessible to children).

Target Population: Parents and extended family networks caring for children ages birth through 5.

Proposed Service Numbers	SFY2010 July 1, 2009 -June 30, 2010	SFY2011 July 1, 2010 – June 30, 2011	SFY2012 July 1, 2011 - June 30, 2012
	TBD	TBD	TBD

Performance Measures 2009-2011

- Number of programs offered per month to engage in literacy/language development.
- Percent of Kindergarteners meeting benchmark at the beginning of the year for each school district in the region, according to DIBELS.
- Number of families receiving support to create literacy-rich environments

How is this strategy building on the service network that currently exists: It will provide opportunities to expand or enhance existing services with literacy and dual language resources in the region. This strategy aims at connecting literacy support and development efforts to existing services – either directly or in partnership or collaboration – in areas of early literacy, dual language, and dissemination.

What are the opportunities for collaboration and alignment: This strategy will provide a potential opportunity for agencies to collaborate on their application as well as their service delivery. This strategy could expand community programs, or coordinate with such efforts, to ensure maximum effectiveness. These are further supported by the Title IO Education, Chapter I. Policy and planning, Subchapter 2 Navajo Education policies, Responsibility and authority of the Navajo Nation. The Navajo Education Law Code 1995 mandates all schooling systems on or near Navajo Nation to infuse language and culture into the educational settings.

SFY2010 Expenditure Plan for Proposed Strategy

Population-based Allocation for proposed strategy

\$ 400,942

Budget Justification:

1.	Early Literacy: Birth -3 year literacy activities =	\$ 150,000
2.	Pre-school: 3-5 year literacy activities =	\$ 150,000
3.	Clearinghouse development and operation =	\$ 100,942
Total		\$ 400,942

See Description, as follows:

1. Pre-literacy: Birth -3 year literacy activities

- Curriculum Development: Recognize the oral and literacy history of the parents and first and secondary languages. Effective early literacy programs consider the socio-cultural context.
- Equipment and Materials

Total \$ 150,000

2. Pre-school: 3-5 year literacy activities

- Curriculum Development: Recognize the oral and literacy history of the parents and first and secondary languages. Effective early literacy programs consider the socio-cultural context.
- Equipment and Materials

Total \$ 150,000

3. Clearinghouse Information Center

- Facility – in kind
- Equipment and Materials for Service Provided:
 - Library
 - Information and Referral
 - Warehousing and Distribution

Total \$ 100,942

Summary Financial Table for SFY 2010 (July 1, 2009-June 30, 2010)

Population Based Allocation SFY2010	\$2,601,940
Expenditure Plan for SFY2010 Allocation	
Strategy 1 Increase number of children receiving quality early care and education through expansion of funding Quality First! for facility improvements, coaching, and professional development.	\$500,000
Strategy 2 Increase number of children receiving quality care and education through expanding capacity of existing centers .	\$425,998
Strategy 3: Increase number of children receiving quality early care and education through funding of homes to be licensed.	\$275,000
Strategy 4 Increase quality early care and education workforce by means of fostering education of those considering entering the field those pursuing CDA, AA, BA, MA degrees, and currently employed, through funding of scholarships, incentives, or professional development. Also to increase quality early care and education workforce by funding MA level faculty and professional stipends.	\$500,000
Strategy 5 Increase early care and education workforce for retention of degreed CDA, AA, BA, & MA employment through funding of incentives or wage enhancement in early care and education.	\$100,000
Strategy #6: Support Ke' (extended family/friends) by funding expansion or new early care and education through home visitations, resources, seminars, and hands-on training to improve knowledge and understanding of basic parenting /care giving skills.	\$400,000
Strategy #7: Support families of children birth to 5 with expansion or new literacy rich environments that promote dual -language in early care; education at preschools, centers and home based settings through funding including but not limited to: development of materials, dissemination of materials, clearinghouse, and community awareness to parents and families.	\$400,942
Regional Needs & Assets (if applicable)	\$0
Subtotal of Expenditures	\$2,601,940
Fund Balance (undistributed regional allocation in SFY2010)*	\$0
Grand Total (Add Subtotal and Fund Balance)	\$2,601,940

Building the Early Childhood System and Sustainability – Three Year Expenditure Plan: July 1, 2010 through June 30, 2012

Navajo Nation Regional Partnership Council
REGIONAL COUNCIL 2010 ALLOCATION: \$2,601,940

Revenue	FY 2010	FY 2011 (estimated)	FY 2012 (estimated)	Total
Population Based Allocation	\$2,601,940	\$2,601,940	\$2,601,940	\$7,805,820
Fund Balance (carry forward from previous SFY)	N/A	\$0	\$0	
Expenditure Plan	FY 2010	FY 2011	FY 2012	Total
Strategy 1 Increase number of children receiving quality early care and education through expansion of funding Quality First! for facility improvements, coaching, and professional development.	\$500,000	\$500,000	\$500,000	\$1,500,000
Strategy 2 Increase number of children receiving quality care and education through expanding capacity of existing centers .	\$425,998	\$425,998	\$425,998	\$1,277,994
Strategy 3: Increase number of children receiving quality early care and education through funding of homes to be licensed.	\$275,000	\$275,000	\$275,000	\$825,000
Strategy 4 Increase quality early care and education workforce by means of fostering education of those considering entering the field those pursuing CDA, AA, BA, MA degrees, and currently employed, through funding of scholarships, incentives, or professional development. Also to increase quality early care and education workforce by funding MA level faculty and professional stipends.	\$500,000	\$500,000	\$500,000	\$1,500,000
Strategy 5 Increase early care and education workforce for retention of degreed CDA, AA, BA, & MA employment through funding of incentives or wage enhancement in early care and education.	\$100,000	\$100,000	\$100,000	\$300,000
Strategy #6: Support Ke' (extended family/friends) by funding expansion or new early care and education through home visitations, resources, seminars, and hands-on training to improve knowledge and understanding of basic parenting /care giving skills.	\$400,000	\$400,000	\$400,000	\$1,200,000
Strategy #7: Support families of children birth to 5 with expansion or new literacy rich environments that promote dual -language in early care; education at preschools, centers and home based settings through funding including but not limited to: development of materials, dissemination of materials, clearinghouse, and community awareness to parents and families.	\$400,942	\$400,942	\$400,942	\$1,202,826
Regional Needs & Assets	\$0	\$0	\$0	\$0
Subtotal Expenditures	\$2,601,940	\$2,601,940	\$2,601,940	\$7,805,820
Fund Balance* (undistributed regional allocation)	\$0	\$0	\$0	
Grand Total	\$2,601,940	\$2,601,940	\$2,601,940	

Discretionary and Public/Private Funds

The Navajo Nation Regional Partnership Council has not yet had the opportunity to discuss recommendations for discretionary funds.